

The Winter school, in this district, was taught by Mr. Geo. T. Sanborn. By request, the Rev. H. A. Kendall made the first visit. In his record of the school, he remarks that he found the teacher making a good beginning of the school, and appearing to have the requisite tact and firmness to govern those who seemed a little inclined to disorder. *As notice was not given of the close of the school, the final examination was not made.*

The school-house is old, dirty and dingy.

#### DISTRICT No. 2.

Miss Ruth F. P. Sargent was the teacher in Summer. Miss S. possesses more than ordinary ability as a teacher, and would manage successfully our most difficult schools. The instruction was *thorough*, and good proficiency made in all the studies. The Register kept with care.

The Winter school commenced late—under the instruction of Mr. Isaac L. Pickard, and is in session at the time of making the report. But one visitation has been made as yet, when order and quietness seemed to prevail. It is to be inferred from the ability of the teacher and the application of the pupils, that the school will be *very prosperous*. The school house is entirely unfit for the purposes of education; and its place should be supplied by a more spacious and convenient building.

#### DISTRICT No. 4.

This is one of the most forward schools in the County. The Committee have made five visits, and are more and more impressed with its excellent character. The effects of right domestic training are most visible in this school. The citizens of this district should erect a building worthy of their school, and use all other suitable means to sustain its present reputation. The Summer school was taught by Miss Sarah P. Carter, who discharged all her duties with eminent success. In her Report she says, "The scholars have been so punctual in attending school that they have received only nine marks for tardiness during the term. There are six scholars that have been neither tardy nor absent during the school. The deportment of the pupils has been correct, and good progress made in all the studies." Register kept with care. Miss Jenette C. Morse was teacher in the Winter school. The teacher is a young lady of good judgment, and possesses the qualifications to become distinguished in her profession. She has not only fully sustained the previous reputation of the school, but has even given it increased character and efficiency. At the examination, all the classes acquitted themselves with great credit. Those in Arithmetic, Algebra and Physiology would have done honor to the best academies. The reading of the younger scholars was excellent. Great interest has been taken in sustaining a "Paper." The presence of parents added much to the interest of the examination.

#### DISTRICT No. 6.

The Summer school was taught by Miss Ellen M. Allison. The teacher was evidently very faithful in the discharge of her duties. The instruction was thorough and good progress made in all the studies. Great care in particular was given to writing. Had there been, however, more stillness on the part of a few scholars, it would have added much to the character of the school. The Winter school was taught by Mr. Cyrus Runnels, who was remarkably quiet and yet very efficient in the discipline and instruction of the school. Not a single case of

whispering or other unrest was noticed at either visit. His teaching is characterized by *thoroughness*. Mr. Runnels has the habits and attainments of a *scholar*, and can hardly fail of success in this pursuit. While the school-house in this district is one of the poorest in the county, the private dwellings in the immediate neighborhood would do honor to the metropolis of New-England.

#### DITRICT No. 22.

The Summer school was taught by Miss Eliza Jane Grover, who, though this was her first attempt at teaching, exhibited great maturity of judgment in the discipline and instruction of the school. She spared no pains in the *moral* as well as mental improvement of her pupils. The course pursued by Miss Grover, in this respect, is worthy of all imitation. It is hoped that she may be induced to take the school again, as she possesses more than common ability as a teacher.

The Winter school was taught by Mr. N. M. Ambrose, and received five visitations from different members of the Committee. At first the school appeared to be prosperous and under pretty good subjection. But the Committee are grieved to remark that some of the pupils did themselves great injustice at the final examination. This state of things is not to be attributed to any want of energy on the part of the teacher, but rather to the absence of those correct habits which are laid in the early training of youth. This school needs constant care and supervision, and might be greatly improved with suitable interest on the part of parents and scholars. The liberality of this district should erect a better school-house, and the people should co-operate with the teacher in his efforts to educate their children. Mr. Ambrose is a young man of pleasing and energetic manners and would in anything like ordinary circumstances have kept a good school.

#### DISTRICT No. 9.—MERRIMACK SCHOOL.

This district enjoys the advantages of the "graded system of schools," where scholars are classified more according to attainments than age. This system is popular, and justly so, wherever adopted. The High School, (school for the most advanced scholars,) has been for the last year under the instruction of Mr. Amos S. Alexander. The teacher has fully sustained the high reputation of the school. For a school of this size can be successfully taught and disciplined only by a teacher of energy and experience. The final examination, as well as all others, evinced skill and ability on the part of the teacher, and propriety of conduct and general application to study on the part of the pupils. Mr. Alexander deserves the confidence of parents and friends of education generally.

Miss Hannah E. Bell taught the Primary department in the same building one term. The teacher has wonderful facility in securing at once the love and improvement of her pupils. To say anything in favor of Miss Bell, would be merely to re-affirm what is already known. The Committee, however, cannot fail to express the most ardent wish that her health may be spared to her, that she may continue in the pursuit for which she is so eminently qualified. The intermediate school in the same building was for two terms under the care of Miss Adaline M. French. The order was good and instruction excellent. The two intermediate schools in this district, closed under the instructions of Miss J. Pickering and Miss S. L. Pickering—the former the successor of Miss French, and the latter having taught the entire year. It is difficult to decide between the comparative merits of these two

teachers. While their instruction is excellent, their government is the most perfect the Committee have ever seen. Your Committee feel that there is no better way by which they can benefit the cause of schools and at the same time express their appreciation of their merits as successful educators, than by inviting teachers and others to spend a few hours in their schools.

The other Primary School was taught by Miss Mary Jane Corning. The Committee have taken great pleasure in visiting Miss Corning's school and witnessing her admirable facility in the instruction and government of so many young scholars. She is at once *most faithful* and *most skillful* in the discharge of her duties. And were her school visited oftener, she would, were it possible, be more highly esteemed as an accomplished instructress.

The Committee take pleasure in congratulating the inhabitants of this district in relation to the prosperity of their schools. The schools in this district have been for three or four years under the efficient control of Mr. Charles K. West, a gentleman, who has been *remarkably successful in the selection of teachers, has visited the schools at least once a fortnight*, and has spared neither time nor pains in their oversight and improvement.

Will not the School Agents in some districts be so kind as to receive a gentle admonition?

#### DISTRICT No. 11.

This district, like No. 9, has the advantages of "Graded Schools." The High School was taught the first term by Miss Maria S. Grant. This young lady is one of the very few teachers that secure, in a *most quiet* manner, at once the love and highest improvement of her pupils. Her success in the school, particularly as seen at the closing examination was most satisfactory to the Committee and others interested in its welfare. Miss Grant is highly educated and can move most gracefully in the first circles of instruction. Her late unsolicited promotions to the most advanced schools in New-England show in what estimation she is held as a most popular and accomplished teacher.

The school was taught the second term by Miss Sarah B. Thomas. The teacher both upon examination and all subsequent interview in the school-room evinced a sound judgment, and more than ordinary skill, in devising expedients to interest and instruct her pupils. She is a teacher of more than common ability and experience, and it is hoped that she will find it convenient to renew her acquaintance with the Concord schools. As the school terminated abruptly on account of sickness, the Committee were deprived the pleasure of a final examination.

This school was taught during the Winter by Mr. John B. Sanborn. The teacher is a gentleman of reputation and experience in school affairs. His instruction is very thorough, and government mild and still efficient. He has been untiring in his efforts to improve the school, and has shown fidelity and firmness in exposing the practices of some of the scholars. The Committee are grieved to remark that cases of discipline have occurred of late in this school, arising from improper communications and the introduction and reading of obscene books. After a full and impartial investigation of all the facts in the case, the Committee came to the conclusion that the good of the school demanded the expulsion of three members, the suspension of three, and the public admonition of one. Parents should use suitable care in the se-

lection of proper books for the improvement of their children. Great credit is due the Prudential Committee of this district, for the promptness and energy they manifested in this case of discipline. They spared neither time nor pains in eliciting the facts, and fully sustained the Committee in their decisions. It is hoped that the district will fully appreciate their services and never trust their schools to less efficient hands.

The intermediate school in the district was taught the first term by Mrs. M. S. Gaylard. The teacher spared no efforts in the discharge of her duties, but was not quite successful in governing those who seemed greatly inclined to mischief and disorder. For two terms this school has been taught by Miss Mary Tenney. At the first visit the school was noisy and in an unsatisfactory condition—so much so, that the Committee were apprehensive as to its success. But owing to the energy and *untiring industry* of Miss Tenney, there has been a gradual and marked improvement, only equalled by the most formidable obstacles the teacher has had to contend with. The Committee are unanimous that they have never seen better progress made in the studies of any school. It ought to be remarked that the reading, in particular, was taught with so much care, that it deserves public commendation. Miss Tenney is an *excellent reader*—one of the greatest compliments that can be paid any one—and is fully qualified in all other respects to teach our most advanced schools.

The Primary department of this school has been for a year or two under the excellent care and instruction of Miss Maria Chandler. A casual visitor to this school cannot but admire its order and neatness as well as the happy and cheerful countenances of the children. The school is excellent in all respects. This wealthy district should testify in some suitable manner their appreciation of Miss Chandler's untiring efforts for the education of their children.

[School visited by Messrs. Kendall and Roberts.]

#### DISTRICT No. 12.

This school has been under the same teachers as during the previous year, both summer and winter. The energy of the teachers was imparted to the scholars; the most of whom have much credit for good conduct and progress in study. Miss Mary Jane Clifford taught the Summer school and by unwearied effort kept a large number of small scholars employed and in good order. It is not too much to affirm that Miss Clifford is in about all respects a model teacher. The moral culture of her pupils receive the earnest attention of their instructress.

Mr. J. A. Putney taught the Winter school with his usual good success. One of the excellencies of the school was the prevalence of noble and generous sentiments. At the closing examination a part of the Committee were present the whole day and were never more pleased with the appearance of any school. Without even the appearance of severity, the order was excellent, though the number of small scholars was large. All the recitations were lively and animated—those in Geography and Mental Arithmetic were of the very highest order. Instruction was thorough—particular attention given to the elements. Mr. Putney may be considered one of the best teachers in the State and richly merits the thanks of parents and scholars for the series of excellent schools he has taught in this community.

[Schools visited by the Rev. H. A. Kendall.]

## DISTRICT No. 5.

The Summer school of eight weeks was taught by Miss Sarah J. Davis. It appeared well at the commencement; there was no examination at the close, no notice of its termination having reached the Committee. The modest instructress forbears to report progress, and no one is competent to do so, as it appears from the Register, that but *one* visit was made during the term.

It is a good school that *needs* so little attention from its patrons. The school came into the hands of the instructor of the Winter term in good condition, from which it is to be inferred that it was well taught in the *Summer*.

The Winter school was taught by Mr. A. P. F. Tenney. From his return it appears that good conduct and progress made up what is wanting in numbers—thirteen being the greatest number attending the school. The teacher says, "The people of the district take considerable interest in their school, but have never been in the habit of visiting it." They cannot expect to have for a long time, so good a school in so poor a house.

## DISTRICT No. 13.

Miss Hannah Emery went through the Summer term of eight weeks. In her return, she says, "Good order is not secured by any means." The object of the school was defeated by reason of the inexperience and inefficiency of the instructress and the insubordination of the larger scholars.

When the inhabitants of the district are prepared to co-operate in the objects of the common school, it will be necessary that their school house should be made more comfortable for the scholars and more convenient for teachers.

The Winter school was taught by Mr. T. H. Clark with all the success that could be reasonably excepted. Much noise in such a house is unavoidable, and whispering, if not entirely prohibited, will interrupt the proper exercises of the school. A remark by another teacher, will apply to this school. "If a school-house, in such a condition, is any draw back on teacher or scholar, this has been the case with this."

[Visited by Messrs. Kendall and Marble]

## DISTRICT No. 19.

Miss Amanda M. Huntoon taught the Summer school. Good order, quietness and attention to study were secured under a mild government. As might be expected, there was progress in every thing to which attention was given. The school was very satisfactory to those concerned.

The Winter school was taught by Mr. George H. Curtis, who gives great credit to parents and scholars for a general interest in the school, thus rendering his labor pleasant. The scholars generally, are in the teacher's return, marked low in the item of deportment. This may be the result of his higher standard of conduct than other teachers adopt. The school was not so still and free from whispering as it ought to be in such a house, when each scholar has a seat and desk entirely to himself. The teacher spared no pains for the improvement and progress of his pupils. The exercises at the closing examination were very satisfactory to those who were present.

## DISTRICT No. 21.

The Summer term, taught by Miss Lydia A. Moore, was profitable to those who attended the school. But there was not the needful attention to elementary instruction, for a school of small scholars. The government was mild and efficient.

The Summer term taught by Mr. Isaac S. French, seems to have been not very satisfactory to the teacher or to others. From the Register it appears that there was a spirit of insubordination on the part of some of the larger scholars. The teacher was qualified to teach and disposed to do all in his power to benefit his scholars. It was not his fault that some made no progress. The condition of the school-house daily, was a fair index to the character of the school *as a whole*. The litter on the floor and the cuttings on the desks indicate that the knife was used more than books, by some individuals.

## DISTRICT No. 14.

This school maintains a good rank among the schools in town. The scholars are very much scattered along bad roads, but they are constant and punctual at school. Miss Ann M. Smart taught the Summer school. The government and instruction was good. The exercises of the school were prompt and interesting to both teacher and pupil.

The Winter term was taught by Mr. Stephen S. Folsom, whose discipline was good and instruction exact; the exercises of the school, however, were somewhat wanting in vivacity and energy. The reading was good in the higher classes. The school-house is unfit for use.

## DISTRICT No. 15.

The Summer school commenced by Miss Elizabeth A. Bachelder was discontinued after a few days, by the illness of the teacher. No return of the school was made.

The Winter term was taught by Mr. Jacob N. Hoyt. His untiring effort was successful in securing the steady progress of his school. The discipline was good—the government mild. The effect of the improved school-house is manifest to all. The exercises at the closing examination could not be generally heard; when this fault is corrected, the school will have the benefit of it.

[Schools visited by Rev. N. E. Marble.]

## DISTRICT No. 8.

Miss Melvina Green was employed to teach in this district in Summer. Her school was orderly and well instructed. The teacher remarked to the Committee that the scholars, who had made the most improvement, had been regular and punctual in their attendance. This is always the case.

Mr. Augustus L. Marden taught the Winter school. The memorandum made by the Committee, at the final examination, are as follows: "School-house clean; all the scholars present; school quiet and studious. The teacher, evidently conscientious in the discharge of his duty." On the whole, this was a good and profitable school. And this district, which in some years has been singularly unfortunate may justly be congratulated on the success of its schools during the past year.

## DISTRICT No. 16.

This school was taught by Miss Mary Kimball, the same teacher that was employed last year. Miss K. discharged her duties with great fidelity, and secured the respect and affection of her pupils.

But, as was observed in the report of 1851, "The school is too small to develop the capacities of the teacher or awaken a healthful emulation in the minds of the pupils, and the district is so situated, that there seems to be no immediate prospect of the evil being removed.

## DISTRICT No. 17.

Miss Mary L. B. Drake, teacher in the Summer. Miss D. gave excellent instruction in Colburn's Mental Arithmetic and in the elements of reading; maintained good order, and by a kind, judicious, and faithful discharge of her duties, rendered her school agreeable and profitable. Miss Sarah E. P. Charles was employed to teach the school in the Winter. Miss Charles is an active and efficient teacher, and well qualified for the duties of her office. At the first visit of the Committee, the school appeared orderly and well disposed.

But at the concluding examination, they were pained to notice considerable disorder, and an evident lack of thorough discipline. There is reason for believing, that interference with the discipline of the school, by some injudicious persons, was highly detrimental to its good order.

The notion that children must not be punished by the teacher for their bad conduct in school, but that it may be left to the parents to correct them at home, is wholly subversive of good discipline.

Notwithstanding the somewhat disorderly state of the school, there were evidences of faithful teaching, and considerable improvement, especially in the case of some of the smaller scholars.

## DISTRICT No. 18.

The Summer school was commenced by Miss Cynthia A. Hill, who resigned after teaching a few weeks, and was succeeded by Miss Mary J. Clifford. It is saying enough of Miss C's. school, to intimate that she fully sustained her previous well earned reputation. Under her administration, quietness and studiousness prevailed; the fruits of which were clearly visible at the final examination.

In the winter, the school was under the charge of Mr. George S. Barnes. The Committee find it difficult to express their very high appreciation of this gentlemen's services.

From his previous appearance and reputation they were led to form large expectations, which, in the event, were more than realized. They are satisfied, all things considered, that no school has been taught in Concord superior to this, the past year, and perhaps but two or three, that deserve to be classed with it. A most interesting feature of Mr. Barnes' school, was the discipline secured, principally, by moral means. It afforded a beautiful example of the commanding and beneficent influence which mind can obtain over mind under favorable circumstances. A system of vocal exercises was pursued, admirably calculated to train the organs of speech, and produce a distinct and correct enunciation, and also promotive of a healthful state of these organs.

The reading was excellent, and the spelling of the highest order. In the latter exercise, Mr. B. has devised a most ingenious system which effectually secures the attention of the pupils, and at the same time cultivates the memory. The other exercises of the school were well conducted, especially those in mental Arithmetic.

The Committee cannot refrain from congratulating the district on the great success of this school.

#### DISTRICT No. 23.

This is a union district, only three of the scholars belonging to Concord. Miss L. F. Abbott taught the summer school. It was a quiet school, and considerable improvement was made. The teacher was evidently diligent and faithful in the discharge of her duties. In the winter, the school was taught by Miss Harriet E. Frye. Miss F. governed her school very well, and was pains taking in her efforts to advance her scholars in their studies.

#### DISTRICT No. 7.

Miss Harriet M. Bacon taught this school in the summer. It was Miss B's. first attempt to discharge the office of teaching, and the result gave good promise of her future eminent success in this honorable and responsible calling. The Committee were highly gratified with the good order of her school, and the thorough and careful manner in which she gave instruction. The elements of reading and Arithmetic were faithfully taught, and the scholars manifested an unusual degree of knowledge and accuracy therein, for a school of this grade.

The winter school was under the instruction of Miss H. Matilda Brooks. Miss B. deserves to be classed among our best teachers. A short time spent in her school is enough to convince a competent observer, that she is well qualified for the responsibilities of her calling.

The Committee have heard, in none of the schools, recitations in Arithmetic surpassing those of this school in evincing a thorough understanding and accurate knowledge of the subject. The teacher spared no pains in illustrating the lessons and repeating her instructions, until they were fully comprehended. The natural result of such teaching was apparent in the deep interest manifested, even by the smaller scholars in this study. The other branches were taught in the same way and with good success. The Committee are fully satisfied that, in all respects, this was an excellent and profitable school; and although small in numbers, yet in character, worthy to rank with the best in the town.

The school house has been put in a good state of repair, and is as neat and comfortable as an old school house can be expected to be.

In continuation, the Committee ask leave to offer a few remarks pertaining to the general interests of the schools. Another year has elapsed, summoning us to review our course and lay new plans for the future. The aspects of the schools for the most part is a cheerful one. Considering the limited outlay made for their support and improvement, they have accomplished all their friends could reasonably expect. The teachers have been faithful and quite skillful in the discharge of their duties and deserve the confidence of parents and



the friends of education generally. Still our schools do not accomplish half the good they might, were they properly appreciated and improved.

### *School Houses.*

The school houses of this town, except those in Nos. 9, 10 and 19, are unfit for the purposes of education. They are generally small, inconvenient, without means for securing a good ventilation, and too often exposed to the noise, dust and dangers of the highway. A majority of them have been built at the least possible expense of material and labor, and are really repulsive in their internal and external appearance. The school house is a pretty sure index of the interest taken in the school. Broken fences show a thriftless farmer, dirty floors and soiled carpets, a poor house wife; and a dingy old school house, ignorant parents and backward scholars. The school house and meeting house are the great promoters of civilization, and indicate more than almost anything else, the industry, refinement and prosperity of a community.

It is not too much to affirm that our school houses are injuring the health and lives of our children, and that the spirit of the age as well as our highest interest, demand their immediate removal, and the erection in their places of buildings that are neat, convenient and in all respects attractive. Let the same improvements be seen *here* as are seen in our modes of travel, in our private dwellings and in our churches.

When a building of this kind is to be erected, the following among other things should always be attended to:—The location should be pleasant and healthful; the seats and desks should be so constructed and arranged as to admit easy postures of the occupants; the room should be spacious enough to allow each pupil at least two hundred cubic feet of air; and some simple and yet effective means should be devised for expelling the entire body of air once in every eighteen minutes.

### *Apparatus, etc.*

There is a great want of apparatus in the schools. It is too much the practice to allow even the best scholars to drag along a miserable existence, destitute of the means necessary to illustrate many of the studies there pursued.

This is particularly true in relation to the study of Geography.—To teach this branch successfully, Terrestrial Globes are necessary. It is hoped that efforts will be put forth in every District to supply each teacher's desk with one globe at least, and also, if possible, with Webster's "Unabridged Dictionary." The larger scholars too, should have some standard work in Lexicography, and should be taught *how* and for *what* to use it. The great want of Dictionaries in our schools lies at the foundation of much of the bad reading and pronunciation that prevail so extensively.

A great deal of trouble would be saved in the management of the schools, if *teachers* and members of *both* Committees would carefully consult the laws that define their duties. If a person becomes a Sheriff or Postmaster, he informs himself in relation to the nature and extent of the duties assumed. This is the first thing to be done. Common schools, like other public interest are established and supported

by law, for the good and benefit of the community. The Statutes define the *duties of teachers* and the *duties of Committees*. These laws are enacted by those who are conversant with the wants of the schools, and, like other laws, should be carefully observed.

#### *Prudential Committees.*

These are the most important School Agents we have, and are generally the most deficient in the discharge of their duties. They should be men that will use *great care in the selection of teachers*. If they fail in this one thing, they will fail in all. This duty they should discharge at least *two months* before the commencement of the schools, and not wait supinely for some one to apply for them. This office should be filled by the best men in the district—by those who have a deep interest in education, who will visit the schools often and look after every thing pertaining to their interests. They should also be men who will not fail to give the S. S. Committee seasonable notice of the commencement and close of the schools, and not pay any teacher till he has made the report of his school as required by law. No teacher is entitled to pay for his services until this provision of the Statutes has been complied with. See the Revised Statutes, Chap. 70, Sec. 8, and June Session, 1846, Chap. 317, page 183.

#### *Teachers.*

The character of the school depends more on the efficiency of the teacher than on any thing else. If he fails all will fail. He must not only have knowledge, but he must have tact and ability to govern and instruct. While our teachers deserve credit for their intelligence and moral worth, still it is to be regretted that something cannot be done to elevate this profession more permanently, and retain among us those who are skilled and eminent in this pursuit.

If an individual attains a high rank in teaching, his services are secured almost immediately in other States where they are more highly appreciated and rewarded. The average compensation of male teachers is ninety-one per cent. higher in Massachusetts than in this State : and those of female teachers, fifty per cent. Any one can see what effect this state of things must have on the prosperity of our schools. We must not only educate teachers, but we must also, in the spirit of a wise liberality keep among us those who are the most eminent in this pursuit. Any other view of this subject is impolitic and tends to poverty.

#### *School Money.*

The Committee would recommend to the town to raise an additional sum for the support of the schools. While the average length of schools in Canada West is nine months, and those in New York, eight months, a year, the average length of schools in this town is about five months a year. All the public schools in this town should be kept in efficient operation at least *eight months* a year.

Reliable Statisticians show that youth are finishing their school education much earlier than they were a few years ago. Hence in our schools there are to be found but a very few members over sixteen years of age. This is a great evil and should be checked as much as possible. Still if the young are to receive their education at school

in a much shorter time than formerly, the schools should be increased both *in length and efficiency*. There is no object for which money can be so well appropriated as for the education of children. If we are not willing to be taxed for schools, we must be taxed for Jails and Houses of Correction. Whether represented in the schools or not, we *all* have an interest in them and should be willing to pay our part for their support. The more property a man has, the deeper interest he has in schools.

As we increase the efficiency of the schools we increase the value of property. Virtue, intelligence and skill are the great staples of prosperity among any people, and any means whatever that tend to their increase, should be protected and fostered.

## TABULAR VIEW OF SCHOOLS.

In compliance with the provisions of chapter 955 of the Pamphlet Laws, approved July 12, 1850, the Superintending School Committee

No. of Districts.	Whole No. of different scholars 4 years of age and upwards, attending School not less than 2 weeks.	Length of Summer Schools in weeks.	Length of Winter Schools, in weeks.	Wages of male Teachers a month, exclusive of board.	Wages of Female Teachers a month, exclusive of board.	Number of Scholars 4 years of age and upwards, attending Summer Schools not less than 2 weeks.	Number of Scholars 4 years of age and upwards, attending Winter Schools not less than 2 weeks.	Average attendance of Scholars in Summer Schools.	Average attendance of Scholars in Winter Schools.	Number of Scholars between 4 and 16 years of age, attending School not less than 2 weeks.
1	52	9	11	16 00	6 00	32	36	22	30	38
2	40	10	7	18 00	8 00	32	31	25		38
3	221	6	11	18 00	12 00			102	95	
4	41	8	10		8 50	28	28	23	26	37
5	15	8	11	15 00	5 00	10	13	9	12	13
6	23	14	9	11 00	5 00	18	14	14	13	20
7	28	7	15		12 00	15	20		15	22
8	46	12	9	16 00	5 00	27	29	18	24	42
9	643	17 $\frac{1}{2}$	11	40 00	8 07	428	450	341	395	618
10	704	23	10 $\frac{1}{2}$	40 00	12 75	485	499	369	392	691
11	274	22	14	27 00	11 00	191	155	93	95	258
12	88		12 $\frac{1}{2}$	20 00	7 00	48	56	40	47	84
13	72	8	9 $\frac{3}{4}$	20 00	6 00	36	55	30	44	87
14	31	8	8	13 00	6 00	20	20	16	15	27
15	30		13	15 00			30	23	23	22
16	10	18			6 00	10		5		8
17	15	11	10		7 50	11	14	9	13	15
18	49	14	10	30 00	7 00	32	36	27	30	43
19	80	14	11	19 00	8 00	44	52	34	48	76
20	203	26	32	24 00	12 34	127	161	88	124	
21	30	10	11		5 10	21	19	19	15	29
22	66		8	14 00	5 00	30	40	33	29	61
23	5	8	9		9 50	3	4	3	3	5
23	2766	253	252 $\frac{1}{2}$	20 94	7 89	1651	1862	1343	1488	2239

of the town of Concord, county of Merrimack, submit the following report of the condition, &c., of the Schools in said town the past year :

Number of Scholars over 16 years of age, attending School not less than 2 weeks.	Number of children between 4 and 14 years of age, not attending School anywhere.	Number of male Teachers in the Summer Schools.	Number of female Teachers in the Summer Schools.	Number of Male Teachers in the Winter Schools.	Number of female Teachers in the Winter Schools.	Amount of money raised by taxes for the Schools.	Amount contributed in board, fuel, etc., to prolong the Schools.	Amount appropriated for each Scholar.	Number of visits by Superintending School Committee.	Number of visits by Prudential School Committee.	Number of visits by citizens.
14			1	1		96 52			4	1	21
2			1	1		78 99			4		
			2	2		224 68			5	2	11
4			1		1	71 51			5	3	15
2			1	1		78 87			3	1	5
3			1	1		64 21	24 75		4		9
6			1	1		96 96			5	2	21
4			1	1		100 54			5		
25		1	4	1	4	766 69			12	16	319
13		1	10	1	10	1956 19		2 78	12	1	1
16			3	1	2	652 39			10	6	12
4	2		1	1		129 35			5	5	19
4	3		1	1		95 07			5		13
4			1	1		68 04			5		13
8	2		1	1		58 44	16 25		3		10
2			1			52 87	3 00		2	2	18
			1		1	40 64			2	2	8
6			1	1		106 74	32 50		6	1	13
4	5		1	1		123 27			4	2	12
			2	1	1	354 86			40	7	60
1	1		1	1		82 24			5	2	11
5			1		1	59 27			6		7
			1		1	30 23			3		
127	13	2	39	19	21	5394 78	76 50	2 78	155	53	597

We certify the foregoing to be a true Return of the Schools of this town.

HALL ROBERTS, } *Superintending*  
H. A. KENDALL, } *School*  
N. E. MARBLE. } *Committee.*

## REPORT OF SCHOOL DISTRICT No. 3.

The Superintending Committee for the third school District in Concord, submit their annual report, March 8th, 1853 :

The district is organized under the Somersworth Act, and we find it to our advantage to continue such organization, which places the general supervision of the district more especially under the control of the Superintending Committee. Two divisions are made of the district, giving to each division the same number of scholars. Our summer schools were too short to be very profitable, owing in part to an unequal division of the money and for the want of sufficient means, but having secured experienced and faithful teachers, our schools made good progress in the various branches taught. First division was taught by Miss Clara A. Brown, who spared no efforts to make the school prosperous and happy. Order and arrangements were of the first class. Whole number of scholars fifty two, average number fifty. Second division was taught by Miss Julia A. Brown, whose efforts were crowned with good success. The Committee are of the opinion that her task would have been more pleasant and the scholars more happy, if the room had been of sufficient size. Whole number of scholars fifty-four, average number fifty-two.

Our scholars have been remarkable in their attendance the past summer, and for their correct moral deportment.—Thorough elementary instruction was given, also reciting and reading in concert and lessons on the black board, were practiced with profit. Schools were kept in each of the divisions the past winter. First division was taught by Mr. Wm. K. Rowell ; although without experience, the Committee believe that he possesses rare qualifications as a teacher. Order and arrangements were good. Thorough elementary instruction was given. The teacher says, “ with regard to the deportment and moral character of the members of the schools, that it has been highly commendable. A kindly feeling and a due regard for each others rights, was ever manifest. The use of language, of a profane and immoral character came not under my notice, and was reported but seldom, and then, upon administering reproof, a penitent spirit was always exhibited. Good order has been maintained by persuasive measures. Corporeal punishment has not been resorted to, in a single instance during the term.” Second division was taught by Mr. James W. Locke, the arrangements were very good and a portion of the scholars made good progress, especially a class of girls in Adams’ revised edition of Arithmetic. There seemed to be a want of decision of character in maintaining good order, although some

allowance should be made for the smallness of the school room. General deportment and morals were very well reported by the teacher, only one instance of disregard of authority occurred during the term. Whispering is the great pest of our schools, and if a remedy could be devised by which this evil could be removed, it would be one of the great improvements of the times. We would suggest as a remedy, that rewards of merit be given by committees to those scholars who will entirely dispense with whispering. Man will labor for reward, so will a child. Let means be used, encouragement given, and victory will crown the efforts. Syllabic reading of spellings was practiced in both summer and winter schools with manifest improvement, and we believe that no scholar can become a correct speller or reader without this practice. Webster's Spelling Book is better calculated for this exercise than any book we are acquainted with; the words are so arranged in tables that the exercise is made both pleasing and profitable to the scholar.—The task of the Superintending Committee, viewed in its proper light, is one of much importance and requires wisdom and discretion, in order to meet the desires and wants of the community. They should recommend no person, however well qualified he may be in other respects, unless he possesses a standard moral character and an enlightened conscience, he is unsuitable as a teacher, as many of our scholars receive nearly all their moral instruction in our district schools.

IRA ROWELL,	} <i>Superintending School Committee for District No. 3.</i>
DANIEL HOLDEN,	
SIMEON ABBOTT,	
MOSES H. FARNUM,	
ALFRED C. ABBOTT,	
S. ABBOTT.	

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#### REPORT OF SCHOOL DISTRICT No. 10.

The Superintending School Committee of District No. 10, in Concord, submit the following Report of the schools in said District, for the year ending March, 1853.

The Primary Schools in the District have been under the instruction of Misses Pamela A. Chapman, Lucretia F. Shute, Mary J. Wilson, Mary W. Emery, Sarah E. Atwood and Adaline M. French. Miss Atwood had charge of the school in the Brick School House during the Summer and Fall Terms, and Miss French during the Winter Term. Misses Emery, Atwood

and French are new teachers in this District, and by their faithfulness and success have commended themselves to our favorable regard. The other teachers have acquitted themselves with their usual ability. Miss Chapman's school deserves particular mention for the tact of the teacher and the general good order, and the quiet, respectful demeanor of the children.

The intermediate schools have been in the care of Misses Elizabeth K. Brown, Susan R. Moulton and Mary W. Chickering. This is Miss Chickering's first year in an intermediate school, and she has been eminently successful. The school under her instruction has manifested a most decided improvement upon its condition in former years. Miss Moulton's two years' experience in our district has shown her to be an able and accomplished teacher. Miss Brown's school has been interrupted by sickness and other causes; and for that reason doubtless, with others, has not been in such good condition as your committee would have wished.

Miss Sarah J. Sanborn has been the teacher of the Grammar school, assisted in the Fall term by Miss Augusta A. Mixer, and in the Winter Term by Miss Lucia A. Noyes. Your committee regard Miss Sanborn's qualifications as an instructress of a very high order. Untiring in her efforts for the welfare of her pupils, thorough in her method of instruction and correct in her discipline, she has commanded our unqualified approbation. We should regard her departure from our district as a loss which could not easily be supplied. Her assistants, Misses Mixer and Noyes, have given assiduous attention to their duties.

The high school has been in the charge of Mr. Samuel P. Jennison, assisted in the winter term by Miss Lucia A. Noyes, who divided her time between this school and the Grammar school, and in both departments has creditably performed her labors. This school has labored under great disadvantages, on account of some disaffection towards it on the part of a portion of the district, in relation to the action of the Prudential Committee in the early part of the year. As a consequence, the school has been smaller than usual, and the proportion of young pupils greater. The Committee consider however that Mr. Jennison has made the most possible, out of the material placed in his hands, and has proved himself to be an exceedingly thorough and accurate teacher. His object appears to have been not only to teach but also to educate, and his influence in this respect upon the minds of his pupils has been most salutary. The school has a healthier tone, the scholars exhibit greater promptness, and in all departments there is more mental activity, than



have ever been witnessed before. In reading, spelling and arithmetic, the school never has appeared so well. In the other branches taught, considerable progress has been made.

A marked improvement is discernible in the conduct of the pupils of the several schools, *outside* the school houses. There has been less noise, disturbance and confusion, less destruction of property, and behavior less obnoxious to the censure of the committee or the occupants of the neighboring buildings than in former years. This change, so decidedly for the better as to be the subject of remark by others, the committee consider, so far as the schools in the Brick School House are concerned, to be mainly owing to the energy and fidelity of the Principal of the high school.

The committee regret the limited accommodations for the North Primary Schools and the Grammar School. In our judgment, both the new school houses recently built by the district, should have been two stories in height. The additional expense would have been inconsiderable, while the accommodations and convenience of the buildings would have been vastly increased. We are of the opinion, that the North Primary School house must soon be enlarged, and that at no distant day, another primary school must be organized in that rapidly increasing portion of the district. The Grammar school has likewise increased so much of late as to need a larger and more commodious room. During the winter term there were 71 scholars belonging to that school. And though the teacher used every exertion possible, and was in the main very successful, yet so large a number of scholars in so small a room, prevented the attainment of that measure of success, which would otherwise have been accomplished. We would recommend this subject to the careful consideration of the district.

The committee congratulate the district upon the introduction into the schools of the admirable N. A. Spelling Book, and the banishment from them of Town's Speller and Definer. A more vicious and corrupting system of spelling and defining than this of Town's, could not well be found in any school book in the language, unless it may be in Town's series of reading books. We can hardly understand how an educated man, as Mr. Town purports to be; could have so put at defiance the established rules of derivation, and correct principles of definition, as he has manifestly done in his spelling and reading books. Were it necessary, the committee could refer to numberless instances of incorrect orthography and the false definition of words. The most cursory examination, it seems to us, will satisfy any intelligent man, that the books are not fit to be used in our schools.

In regard to this matter we feel constrained to differ from the State Board of Education, who have recommended Town's reading books. We think that in this instance at least, they have given the countenance of their position and influence to books, which are exceedingly detrimental to the best interests of education in our State. The attempt that was lately made in certain quarters to induce our State Legislature to pass a law requiring uniformity in our school books for a term of years, would if successful have been most destructive to the educational welfare of our youth. It would also have put the people of the State entirely at the mercy of publishers, whose principal object is an increase of pecuniary profit, and who by such an injudicious statute would have enjoyed a monopoly of this business, which would have been anything but beneficial to the condition and character of our schools. We speak thus plainly and strongly upon the subject, because we consider it one of great importance. Good school books,—and especially good spelling and reading books,—are most necessary in the work of education. A wrong method of reading and spelling, and the erroneous definition of words, are among the most injurious educational habits that the children in our schools are liable to contract. What we need, to make our schools what they ought to be, are the best books on the different subjects required to be taught. Whenever old books have been taken out and new ones introduced, this has been the object aimed at by the committee. If the district will give its hearty co-operation in this respect, there can be no fear of the result. A small pecuniary sacrifice, which would not be considered in any matter of self-indulgence, should by no means be allowed to prevent the accomplishment of the lasting good of the rising generation.

In this connection, the committee feel called upon to state to the district, the necessity of having suitable maps for the better instruction of scholars in Geography. As the furniture of a school house, they are indispensable. It is surprising to see what a lamentable ignorance of the Geography of our own country there is among many of the scholars who present themselves to the committee for examination, to be admitted into our schools from recent residents among us, and to be promoted from the lower schools. This is owing as we believe in a great measure, to the absence of good maps from the school room. We have noticed, that the best scholars in Geography, have been those who have been taught in schools, where outline and other large maps have been freely used. It is believed by this committee, and the opinion is confirmed by our best teachers, that maps with the names of the different places printed legibly and in

full, are better adapted to purposes of instruction than outline maps, on which the names of places are not usually printed.—We recommend that the Superintending Committee of the ensuing year be authorized to procure such maps as they shall deem suitable for the purposes specified. A sum not exceeding fifty dollars would be amply sufficient.

The committee cannot close this report without remarking upon the great loss of time, money and instruction, which has been incurred by the numerous absences that have been noted during the past year, in all the schools. We find that more than 10,500 days have been lost by absences in our schools—more than one seventh part of the whole time, during which the schools have been in session. This is an immense loss to the schools, the children, and the community. On an average, sixty scholars have been absent daily from the schools in this district. Some it is true, may have suffered from sickness, some may have been detained by necessity, but we think it is safe to say, that at least half of this number, might have attended school, if parents had so determined. The children must have been about the streets or engaged in employments, more harmful than otherwise. The consequence of such a state of things is easily calculated. Habits of idleness and truancy are formed, a great deal of time is entirely wasted, and the character of the schools must degenerate. The passage by the last Legislature of a law having reference to the prevention of this evil, is an indication of its extent. Still we cannot but feel that even legislation will be ineffectual, if parents themselves do not take the matter in hand and each one for himself and herself—resolve that their children shall be at school *all the time* the school is in session. An old writer once said, that “if every person would sweep before his own door, the street would be clean.” It is to individual exertion on the part of parents that we are to look for a complete reformation of this evil. When we find that among the 700 scholars belonging to our schools, there have been but two, who have attended every day during the year, after they commenced, we think that this is a subject that demands the most serious consideration on the part of those, in whose action lies the remedy of this evil condition of things.

We are compelled to say then, that the worst influence our schools have to contend against, is the apparent indifference, apathy and want of interest, which are manifested by parents, in relation to these and kindred matters. We beg leave to say, that until there is a change in this respect, there is little hope of improvement. We have good teachers and good school houses. This committee have been willing to give their time

and labor in season and out of season. But these accomplish little without the hearty co-operation of parents. As long as parents will allow their children to attend juvenile parties, sleigh rides, singing schools, dancing schools, &c., and encourage such unprofitable practices during the school terms, our money may almost as well be thrown away. We think that these matters should be postponed till the time of vacation, of which there is no lack, if they must be attended to at all.— Their influence upon our schools has been and always will be most pernicious. Their accompaniments of love-making, correspondence, and similar precocious accomplishments, over which neither teachers nor committee can have any control—which parents only can prevent—are exceedingly injurious to the formation of habits either of good conduct or of study.— We say to parents, put an end to these things, once for all, if you have any regard for your children's welfare, or the good of your schools. In term-time, let the school be the first thing, the last thing, and every thing. Let other matters be secondary. See to it that your children are at school promptly, punctually and constantly, during every session of the school, even if it cost extra exertion on your own part, and allow nothing to interrupt their attendance or their studies during the term. The privilege of free education is a glorious privilege. But it is abused and perverted and destroyed, without the increased interest and vigilance and fidelity of parents.

In compliance with the provisions of chapter 955 of the Pamphlet Laws, approved July 12, 1850, the Superintending School Committee of District No. 10, in Concord, submit the following report of the condition, &c., of the schools in said district the past year :

Number of scholars above four years of age attending school two weeks,	-	-	-	-	704
Number of scholars in all the schools, (winter,)	-	-	-	-	499
“ “ “ “ (summer,)	-	-	-	-	485
Average attendance, (winter,)	-	-	-	-	392
“ “ (summer,)	-	-	-	-	369
Number under 16 years attending school,	-	-	-	-	691
“ over “ “	-	-	-	-	13
Aggregate length of schools in weeks, (winter,)	-	-	-	-	10 1-2
“ “ “ (summer,)	-	-	-	-	23
Number of teachers in winter, (Males,)	-	-	-	-	1
“ “ “ (Females,)	-	-	-	-	10
“ “ “ summer, (Males,)	-	-	-	-	1
“ “ “ (Females,)	-	-	-	-	10

Average wages paid a month, exclusive of board (Males) \$40 00  
 “ “ “ “ (Females) 12 75

Amount of money raised by taxes for the schools, \$1956 19

BOOKS USED.—Andrews and Stoddard's Latin Grammar and Reader; Arnold's Exercises; Moore's and Bowen's Virgil; Cicero's Orations; Leverett's Lexicon; Pinney's and Ollendorff's French Grammars; De Stael's Allemagne; Boyer's and Meadows' French Dictionaries; Anthon's Classical Dictionaries; Day's Algebra; Davies' Geometry; Adams', Davies', Emerson's, (2d part) and Holbrook's, (the child's 1st book) Arithmetics; Cutter's Physiology; Johnston's Natural Philosophy; Familiar Science; Mitchell's Quarto and Primary Geographies; Goodrich's History; First Book of History; Weld's New Grammar and Parsing Book; Russell's American Reader; The New Testament; Town's 1st, 2d, 3d and 4th Readers; Webster's High School Dictionary; Worcester's Comprehensive Dictionary, and N. A. Spelling Book.

We certify the preceding to be a true statement.

Which is respectfully submitted.

CHARLES P. GAGE,	} <i>Superintending</i>
AUGUSTUS WOODBURY,	
EDWARD H. PARKER,	
JOHN MOORE,	
HENRY P. ROLFE.	
	<i>School Committee</i>
	<i>for District</i>
	<i>No. 10,</i>
	<i>in Concord.</i>

*Concord, March 8th, 1853.*

#### REPORT OF SCHOOL DISTRICT No. 20.

The Superintending School Committee for District No. 20, in Concord, for the year ending March, 1853, submit the following report:

“The Somersworth Act, so called, was adopted in this district at their annual meeting in 1851, and has now been in operation two years, and the committee are satisfied that its results have been beneficial.

It has been the purpose of the committee to carry out rather than change the plans adopted by the committee of the preceding year, but some further regulations in relation to the government of the school, the committee think might be adopted with great advantage, and would here make a single suggestion.



Average wages per month, exclusive of board. -

Male Teacher, - - - - - \$24 00

Female Teacher, - - - - - \$12 34

BOOKS USED.—The Bible; Town's Series of Reading Books; Town's Speller and Definer; Colburn's and Adams' Revised and Greenleaf's Arithmetic; Weld's Grammar; Smith's Geography; Willard's History; Comstock's Philosophy; Davies' Algebra; Cutter's Physiology; Wood's Botany; Johnston's Chemistry; Rhetoric, and Watts on the Mind.

SAMUEL M. WHEELER,	} <i>Superintending School Committee for District No. 20, in Concord.</i>
EDMUND WORTH,	
H. H. BROWN,	
JOHN BATCHELDER,	
DANA W. PRATT,	